



THE HIGHWAY

MARCH

1927

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By JOHN H. NICHOLSON, M.A. Crown 8vo. 84 pp. 3s. 6d.

This inquiry arose out of a wide survey of the whole borderland country between Education and Social effort, upon which the writer has been intermittently engaged for several years. The object of the enquiry was not in any sense to support a preconceived opinion as to the place which the work should take in educational administration and it is hoped that the selection made is fair and representative.

IN THE PRESS.

AN ECONOMIST'S PROTEST

By EDWIN CANNAN, M.A., LL.D. Sometime Professor of Political Economy in the University of London. Demy 8vo. About 550 pp. 18s. (Provisional).

This is a selection of over a hundred articles and letters, many hitherto unpublished, written from 1914 to 1926, and indicating the attitude of an economist to the events and opinions of those eventful years. A certain unity is given to the whole by the human interest which is felt in watching a single man struggling against the current of the popular beliefs of the moment.

14 GREAT SMITH ST., WESTMINSTER, S.W.1.

THE HIGHWAY

AND "STUDENTS' BULLETIN"

VOL. XIX.

MARCH, 1927

The Editor of THE HIGHWAY will be glad to receive MSS., particularly from students and members of the W.E.A. All MSS. should be addressed to the Editor, THE HIGHWAY, 16 Harpur Street, London, W.C.1. A stamped addressed envelope should be enclosed. MSS. should arrive not later than the 15th of each month.

Notes and Comments

Text-Books for Elementary Classes.

Ever since the new Adult Education Regulations of the Board of Education came into operation in 1924, the one-year class and terminal course work of the W.E.A. has been growing in importance at a remarkable rate. In the early days of the movement the special achievement of the W.E.A. was the creation of Tutorial Classes doing work of a University standard, but for many years past we have recognised that it is essential to develop a wide field of elementary classes and pioneer courses of all sorts. In 1925-26 just two-thirds of all our classes were of this sort; there were 607 Tutorial Classes and 1224 classes of more elementary standard. Now with this big development have arisen new needs among our students. When a class is first started and its members wish to read, they look in the first place for suitable, short, cheap introductions to their subject which will present facts simply and point the way to more advanced study. Such text-books or introductory handbooks have been written in considerable numbers for Tutorial Class students; but the needs of more elementary students have not yet been met in the same way. A Tutorial Class student has usually had some preparatory course of study, and can take to books which would make stiff and heavy reading for entirely new and inexperienced students. Now every tutor of an elementary class knows that the supply of *elementary* text-books for his students is inadequate. Such books must be cheap, not more than a shilling or two in price; otherwise a student in a 12-meeting course is unlikely to risk buying

them at the outset. And the Central Library for Students does not provide in its book-boxes books under the value of six shillings. The cheapest and simplest text-books which *are* available have often been written primarily for children in continuation schools, or are in some other way unsuitable in tone and treatment for adult worker-students.

A. W.E.A. Series.

As the need is there, it is up to the W.E.A. to meet it. Many of our students and tutors therefore will be glad to hear that at its last meeting our Central Executive Committee adopted a scheme for the issue, in due course, of a series of short hand-books designed for the use of W.E.A. students in one-year and terminal classes. The books will be written by writers who are really familiar with the W.E.A. and its needs; they will be simple in style, and aim at interesting the student rather than conveying a large mass of information. The W.E.A. has invited the Association of Tutorial Class Tutors to co-operate in the scheme, and a Joint Committee of the two bodies has been set up to work out the plan of action. The W.E.A. will of course, assume no responsibility for the views expressed by the writers in these books; it will merely arrange for the publication of those volumes which appear to be generally suitable for the needs of our classes. The W.E.A. has never undertaken publication itself and will not do so in this case; but as it has in the past arranged for the publication of cheap issues of books commonly used by its students so it will extend this principle to meet their

needs in the most up-to-date method possible, by drawing on the experience and knowledge of those who have taught and written in our movement. It is hoped to be able to publish the books at a shilling each.

Your Week-End School—Organise it Now !

The months after Christmas from January to April are undoubtedly the best time for W.E.A. propaganda. Classes have got into running order. Students have got to know one another and their tutor. Now is the time to be maturing plans for developing the W.E.A. *outside* your own class and sowing the seed for two classes to grow in place of one next Autumn. One of the best methods known of doing this is to organise a non-residential Saturday or week-end school. There are in every town workers who are not sufficiently keen on study to come right away and join a class; and there are others whose chances are spoiled by shift or other difficulties connected with their work. A week-end school gives these people just their chance to come once and see what the W.E.A. is like. Organising a week-end school of this sort is the simplest, least expensive, and most fruitful form of local W.E.A. activity. All you have to do is to find a room (if it proves difficult to get one on a Sunday, make your school a Saturday affair only), and write to your district secretary for a lecturer, who will give his services free. It is usual to have one or two lectures on the Saturday afternoon and evening and another on the Sunday. Often it is possible to arrange for a tea and social on the Saturday as well, and week-end schools have been known to raise sums of money in aid of the district by such means. Invitations should be spread broadcast, and all local working-class organisations invited to send delegates. A credentials form or free ticket of admission is often a help in getting a good attendance.

A Scheme for Library Service.

In view of the difficulty which many W.E.A. students find in getting hold of the books that they require for study, especially in places where public library facilities are not what they should be—attention should be drawn to an arrangement which the W.E.A. has made with Messrs. Boots' Book-lovers' Library (Cornwall Road, Stamford Street, S.E.1.) for a library service to our members at specially reduced terms of subscriptions. This service is of two categories (1) Class AT, entitling the subscriber to all works in circulation at the Library, including new

publications; (2) Class HT, entitling the subscriber to all works in circulation at the library, excluding new publications. The subscription rate for Class AT, is 15s. a year or 1s. 3d. per month, and for Class HP 5s. a year or 5d. per month. This reduced subscription rate is open to all *members* of the W.E.A. (district or branch members) on application to the Library at the address given above. All that W.E.A. members wishing to avail themselves of this opportunity have to do is to get their District Secretary to sign their application form as a guarantee of their membership of the W.E.A. The scheme will operate from April 1st 1927. As the rate of subscription is very low and there are 280 branches of the Library throughout the kingdom and 50 in London alone, many of our members should be attracted to make use of its advantages.

Our Holiday Prize Competition Result

A large number of competitors sent in essays on "The Best Practical Way Towards Internationalism," but on the whole their quality was disappointing. Most writers were content to plod along very orthodox lines, and comparatively little attempt was made to explore the possibilities of the International Labour Movement. The majority seemed still to pin their faith to the League of Nations, supplemented by the broadening effects of workers' travel. Among other plans suggested for stimulating Internationalism were Esperanto, international newspapers, control of the press, films, international wireless, free trade, control of capital investments abroad, corrected history, abolition of secret diplomacy, international summer schools, the Co-op. movement, the establishment of chairs of Cultural Relations at Universities, currency reform, raising the standard of living of the workers, an international Parliament, an international "Wembley," and the foundation of an Institution to be called "The Heart of the World" in the Scilly Isles! Several good essays of nearly equal merit were sent in, and the choice between them was difficult. The Editor has decided to award the prize offered by the Workers' Travel Association of a £10 holiday on the Continent to Mr. W. H. Drumm, a student in our Tutorial class in Psychology at Bradford, for a very thoughtful essay, which we print elsewhere in these columns. Our readers will join us in congratulating Mr. Drumm and in hoping he will enjoy his holiday abroad this summer.

THE EDITOR.

Trade Unions and Education

By WALTER M. CITRINE

(General Secretary, Trades Union Congress General Council)

A FEW days ago the *Times* published a letter from a correspondent, presumably a farmer, who complained bitterly of the interference of the Education Acts with the "supply of skilled shepherds, carters, thatchers, hurdle-makers, hay-tiers, woodmen and hedgers," and suggested as a remedy for this state of affairs that the children of rural workers should leave school after they had passed Standard III, "to complete their education under their fathers and become skilled workmen." Farmers are notoriously reactionary in their ideas on the subjects of what is termed "popular education." Their attitude is shared by influential sections of the employers who seem to look upon the children of the workers as mere commodities to be obtained on the cheapest terms, and exploited as profitably as possible. This is only too evident from the practice of Governments over whom the employers wield considerable control. One of the anomalies of middle class democracy has been its secret hostility to the free dissemination of knowledge. Mediæval opinion was, indeed, more liberal in this respect. The monks and scholars of the dark ages were, if anything, more ready to impart their learning to the children of the poor than to the scions of the rich (who probably proved much less tractable and apt as scholars) and it was not until the Renaissance era of European learning that the ruling classes began to think of preserving to themselves the new kind of prerogative which had come into their world.

A hundred years ago, at a time when the Trade Union Movement was in its beginnings an almost morbid dread of working-class educational aspirations prevailed among the middle and upper classes. There were, however, obvious dangers and inconveniences in leaving the bulk of a large and rapidly increasing population in dense ignorance, and a few reformers were allowed to devise innocuous schemes of popular education calculated, it was hoped, to keep the children of the workers in that station of life in which they were born. It would be ungenerous not to admit that many of the reformers themselves were moved by a sincere regard for the welfare of their fellows, but the Governments of the day saw to it that,

in the long run, little filtered through save the elements of the church catechism, and the rudiments of the three R's.

These scraps merely stimulated the appetite of the workers, and the demand for universal opportunity grew more and more insistent. Renewed anxieties on the part of the governing classes prompted a fresh device. Curricula were carefully expanded in safe directions. At the same time the element of propaganda was greatly strengthened. Teaching in the elementary schools was based—and is based to this day—on the justification, by inference at least, of the existing system. Pains were taken to avoid anything calculated to stimulate free enquiry. The starting point of the history taught in elementary schools is the assumption that the social system to-day is final and complete and that it cannot be challenged except by malevolent intention. The same intellectual prejudices are discernible in the public schools and universities but the chances of individual enlightenment are here very much greater.

It is not unfair then, to describe the education prescribed for the workers since the inauguration of the industrial era as "capitalistic," and not unnatural to find that there arose among the workers a very decided intention to take educational matters more into their own hands. One of the great reproaches against the official schemes is the scanty provision it makes for the education of adolescents. The school life of the elementary scholar terminates at from 12 to 14 years of age, according largely to the views of local authorities, many of them controlled by men, who, like the *Times* correspondent, are anxious only for skilful carters, hay-tiers, and hedgers, not too enlightened to be willing to work for 30s. a week. Secondary school facilities were few. Even to-day it is estimated (I quote from a speech delivered in the House of Commons on February 16th by Mr. Alfred Short) that only 3·2 per cent. of the scholars in secondary schools come from the homes of unskilled workers. It accordingly became the determination of the workers' organisations, encouraged and assisted by ardent educationalists, to set up centres for post-elementary education, and to-day the institu-

tions which they have founded are actively engaged in equipping hundreds of thousands of workers with the education which in these times is essential to the proper conduct of the affairs both of the individual and of the community.

Trade Unionists have found it necessary to revise and re-define their attitude on the various questions involved at successive stages of progress. Since the war, the problem of adult education has occupied a prominent place in the deliberations of the Trades Union Congress and it has become more and more essential that principles should be formulated for the guidance of the movement as a whole. I think it will be agreed that those principles must conform to those aspirations towards a share in the direction and control of industry which help to shape the general policy of Trade Unionism. Mere vocational training, which was the sole object of such adult education as was provided by the Governmental schemes, is now recognised by Trade Unionists to be not good enough. There is, quite naturally, a good deal of divergence of view as to the details of an appropriate working class educational curriculum, and of course, the word "Marxian" has been prominent in the controversies which centre round the topic. The inference sometimes made, however, by those imperfectly acquainted with the position that a mere conflict as to the value of the Marxian thesis is being carried on, is not accurate. The question is one of proportion, of how far, in fact, the teaching given should concentrate on Sociology and Economics, and to what extent it is advisable, in the interests of the students and of the movement, to give that teaching what is somewhat loosely called a "bias" that is, an inclination towards a working class angle. This is undoubtedly a consideration upon which great divergence of opinion exists. It is essential that the sincerity of the protagonists of the two schools of thought should be appreciated. Detachment and impartiality are considered by some not possible of attainment, and it is thought that special emphasis is given to teaching in accordance with the instructor's own views. Personally, I am inclined to think that the anxieties of those who fear the effects of "bias" in various schemes endowed by working class organisations are occasionally over stressed. The good sense and sincerity of working-class teachers and students, and the excellent use they have made, and continue to make, of the advantages which they have secured for themselves by

their own efforts, sufficiently vindicate their right to all those facilities which the learning and research of the times afford. There seems to me to be ample room for both schools of thought. The merest fringe of the problem of providing adequate educational facilities for the workers enabling them thereby to make the fullest use of their capacities and to serve their fellows, has as yet only been touched. There remains a great work to be accomplished, and a spirit of real co-operation among the various educational bodies is more likely to achieve that object than rivalry and internecine strife.

The Miners' Welfare Fund

In *Plebs*, January, 1927, it is stated that "The special attention of miners is drawn to the growing attempt which is being made to utilise the Miners' Welfare Fund to provide governing class education. Within the last year or two the combined efforts of the W.E.A. and the Universities has been successful in utilising Miners' Welfare Funds for educational work among the miners of Yorkshire and Nottingham . . . This is naturally approved by the coal owners who have half representation on the Welfare Committee: but what have the miners to say to it?"

The Colliery Workers' Magazine, December, 1926, in article headed "The Miners' Welfare Fund—A Scholastic Scheme," it is stated that "The scheme was one which had been received with much favour among the mining fraternity as a whole. The only criticism from the District Committees was a desire that there should be an allocation of district scholarships." No doubt the miners know their own mind better than *Plebs* does.

Debate on Trade Unionism

On February 12th the W.E.A. Debating Society held its fourth debate in the Common Room at 16 Harpur Street, on the motion "That the influence and importance of Trade Unions in this country will diminish." Vigorous speeches were delivered in proposing this motion by Mr. L. G. Stone (U.P.W.) and in opposing it by Mr. G. House (C.E.U.) The Society's President, Mr. R. H. Tawney, took the chair on this occasion, and spoke during the course of the discussion. There was a bumper attendance of members and visitors present, and a lively sequence of speeches. The motion was eventually defeated by 14 votes to 32. The next debate will take place at 6.30 p.m. on March 12th on the motion "That the League of Nations is a fraud."

Scholarships for W.E.A. Students

ONE of the most important tasks of the W.E.A. since its foundation has been the influencing of Universities, Local Education Authorities, the Working Class Movement and Educational Bodies of various sorts to make provision for adult working-class students to take courses of study of various length *inside* a University or University College. It has always been our aim, not merely to bring the Universities out to the workers, but to claim for the workers their rightful place inside the Universities. Many W.E.A. students, however, are still hardly aware of the facilities which have been gained by the W.E.A. in this direction. A considerable number of scholarships, great and small in amount, are now available, and in response to a number of requests, we intend to try and summarise their range, in order that aspirants may know where to look.

Oxford and Cambridge.

In the first place come facilities for full-time study in residence at a University. Oxford and Cambridge are at present the only two Universities which make direct provision themselves for adult students. At Oxford the Delegacy for Extra-Mural Studies annually awards a number of scholarships to enable the holders to take a course of two years' study in residence. The number and value of these scholarships are not fixed in advance, but vary with the resources at the Delegacy's disposal and with the needs of the students applying. Candidates must be active members of a working-class organisation and have spent a reasonable time in an adult class. The scholarships are usually supplemented out of grants by Local Education Authorities, Educational Trusts, etc.—the object being to ensure that the financial needs of the students receiving the award are fully met.

The Cambridge Board of Extra-Mural Studies similarly offers several Bursaries to enable adult students to study in residence at Cambridge for a year, in the case of men at one of the Colleges or Fitzwilliam House, in the case of women at Newnham or Girton. Students connected with Cambridge extra-mural work (local centres or tutorial classes) have preference in the award of these Bursaries, but the cases of adult students not possessing this qualification also receive consideration. Trinity College also offers a James Stuart Exhibition of £100 to a

man student from a Cambridge Local Lectures Centre or Cambridge Tutorial Class. The intention is that all these scholarships shall be supplemented by grants from other sources, such as those mentioned above, to make the total value of each award about £225.

Cassel and other Full-time Scholarships.

For students in the country as a whole the principal scholarship facilities for full-time study are those provided by the Sir Ernest Cassel Educational Trust, which usually offers annually eight scholarships to the value of £125 each. Four of these are tenable for three terms at Ruskin College, Oxford, and four for three terms at any University or University College. These scholarships are confined to students and ex-students of Tutorial Classes, and nominations must be sent in the first instance to the Joint Committee responsible for the class attended by the student. The award is finally made by a Selection Committee appointed by the Central Joint Advisory Committee on Tutorial Classes. Occasionally these scholarships are renewed or prolonged for a second year of study, and small supplementary grants may be made to students with domestic responsibilities.

The Cassel Trustees also grant £300 a year towards the provision of University Scholarships to students nominated by the W.E.A. These are at present taken up by two of our students at Birmingham and Liverpool Universities.

Provision is also made under the Revis Bequest for adult students to study full-time at University College, Nottingham. The regulations provide for "scholarships or grants for students who, after attendance at extra-mural classes, are qualified to attend courses of extra-mural study at the College." These are awarded to residents (or their children) within the area served by the College. As the College is non-residential, the value of the scholarships ranges from £50 to £75 each; at present they are held by three students.

The Miners' Welfare Fund.

Special opportunities for miners or their children (over 17) to study full-time at any University or University College are now given through the Trustees of the Miners' Welfare National Scholarship Scheme. The number of scholarships awarded will be determined by the Selection Committee; every

candidate may choose his own course of study, provided it leads to a degree, and scholarships, though awarded in the first instance for one year only, are renewable upon satisfactory report.

Each scholarship will cover all necessary fees, an allowance outfit (£40-£50) and a maintenance grant (£150-£200) per annum. Applicants should write to the Secretary of the Scheme, 18 Great Smith Street, London, S.W.1.

In addition to the National Scheme, the Miners' Welfare Adult Education Joint Committee for Notts and Derbyshire offer 10 scholarships annually (5 in each county) of the value of £50 each tenable at University College, Nottingham.

The Iron and Steel Trades Confederation also allocates, under its educational scheme with the W.E.T.U.C., £100 per annum for assisting those of their members who are taking University Courses.

Local Education Authorities.

The growing interest which L.E.A.'s now take in our work is reflected in the increasing extent to which many of them provide scholarship aid to our students. Thus in Yorkshire the West Riding Education Committee provides annually a scholarship (value about £200 a year) tenable for a three years' degree course at a University by a W.E.A. student. Similarly, the Leeds Education Authority offers a scholarship (value about £170 a year) to a student under the Leeds University Joint Committee, to enable him to take a degree course. Lancashire Education Committee provides one or more scholarships yearly (minimum value £100) to enable adults to study at a University. Kent Education Committee offers annually one Exhibition to enable a W.E.A. student to take up a course of full-time study at a University. Notts Education Committee offer two scholarships a year to Tutorial Class Students under Nottingham University College to enable them to take part-time courses inside a College. These scholarships cover fees, text-books, travelling expenses, and in certain cases maintenance grants. Middlesex Education Committee also provides scholarships, of the value of £40, to students to Ruskin College, Oxford.

Many other L.E.A.'s, without having adopted any formal scholarship scheme, make scholarship grants in individual cases. Such grants have been received from Leicester and Leicestershire, Plymouth, the L.C.C., etc. It is usual for a candidate who is awarded a Cassel or other

full-time University scholarship to make application to his own L.E.A. to provide supplementary assistance to meet cost of maintenance, out of pocket expenses, etc. Three County Councils make grants towards the fees of students from their area to enable them to take courses in agriculture at Avoncroft College, Evesham.

Summer School Scholarships.

For those who cannot give the time to take a part or full-time course of study inside a University, help is forthcoming to enable them to attend one of the many Summer Schools organised every year by Joint Committees or by the W.E.A. Most Universities or Joint Committees provide a fund for this purpose. The scholarships are not fixed in amount but are adjusted to the needs of each applicant, so as to make it easy for him to attend a School for at least one week. Thus at Bristol the Joint Committee grants one scholarship to each of its classes to send a student for one week to the Bristol school. The University College of North Wales grants £10 and Manchester University provides 10-12 scholarships to students attending the Bangor School. Sheffield Joint Committee allocates £50 and the West Riding L.E.A. the same for scholarships at the Yorkshire Summer School. At Oxford, beside an A. L. Smith Memorial Scholarship of £5, the Tutorial Classes Committee sets aside a limited fund to assist students to the Oxford school. London and Cambridge Joint Committees do the same for their own schools. Nottingham Joint Committee provides £15 and Loughborough Sub-Joint Committee £10 for scholarships to the East Midlands School.

A small endowment of £10 a year in honour of the Welsh Poet, Hedd Wynn, is to be used by the University College of North Wales to help an extra-mural student to go to a summer school or to travel.

The provision of scholarships to summer schools is also an important part of the work of the W.E.T.U.C. Thus the Iron and Steel Trades Confederation provides 50 scholarships for its members, the Union of Post Office Workers 35, the Railway Clerks Association 18, the Engineering and Shipbuilding Draughtsmen 24, the Operative Bakers and Confectioners 17, etc.

Week-End Schools.

Equally important is the provision of scholarships by the unions affiliated to the W.E.T.U.C. to enable their members to take

advantage of residential Week-end Schools. It is impossible to give details of each of these scholarships, but, for example, the I. and S.T.C. allocates over £200, the U.P.W. £190, the R.C.A. £92, the A.E.S.D. £120, the N.S.P.W. £15, the A.U.O.B.C. £33 to this purpose. In some cases, also, Local Education Authorities are willing to make scholarship grants to week-end schools.

How to Apply for Scholarships.

There must be still a great many students in W.E.A. classes who remain unaware of the scholarship facilities outlined above. As a general rule, the best advice we can give to class-members interested in this question is to apply to their own tutor. In the case of University, L.E.A., and Cassel scholarships, the tutor's recommendation is essential to applicants. There is rarely any question of an examination in connection with full-time scholarships, and this means that the awarding body must depend mainly on the student's record in Tutorial or other W.E.A. classes. Regularity of attendance, written work, activity in the W.E.A. and working-class movement are usually taken into special account. If the student with a full-time University scholarship contemplates taking a degree course, he must remember that he will have to matriculate first, though as a rule he can obtain exemption from parts of this examination. For further details and forms connected with these scholarships, the student should apply to the secretary of the Joint Committee responsible for his Tutorial Class. In the case of L.E.A. scholarships, it is best to apply first to the W.E.A. District Office.

Naturally, Trade Union scholarships to Summer and Week-end schools are allocated through each union to its own members. In the case of other summer-school scholarships, the practice is for the Joint Committee (or the W.E.A. if running the school) to allocate small grants to such students as represent, through their tutor, that they need assistance in order to attend. Applications of this sort are usually made informally.

Deptford branch are holding a Saturday School on March 19th, at Gladstone Hall, 334 New Cross Road, S.E.14, commencing 3.15 p.m. The speakers will be Mr. J. W. Muir on "Labour's Struggle for Emancipation" and Mr. R. H. Tawney on "The Future of the Coal Industry." Fee 1s. including tea.

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The Best Practical Way Towards Internationalism

By W. H. DRUMM

(Bradford Psychology Tutorial Class)

TO those who feel pessimistic as to the ultimate realisation of the international ideal, I would recommend a study of history to notice how the nation has developed, from tribes and clans often living in distrust of each other, and later the history of the fierce battles between Lancashire and Yorkshire, and between England and Scotland. What would have happened to anyone in those days, if he had suggested that these clans, tribes and counties would live in peace as one harmonious whole, and that a time would come when anyone who suggested a war between Lancashire and Yorkshire, other than on a football or cricket field, would be looked upon as a harmless lunatic. (Just fancy England going to war with Scotland! It might happen if the Scots take many more of the good jobs in England). And yet these people were the bitterest and apparently irreconcilable enemies. How was this lasting peace brought about? I believe that it is the result of the increased facilities for communication and face-to-face intercourse, brought about by the development of transport, telegraphs, etc., and as these facilities of an international character increase and become available to all classes, so we shall advance towards a real international and world peace. Too much stress cannot be laid on the importance of the peoples of different countries coming into contact with each other as frequently as possible, and so helping towards an understanding of each other's national ideas, aspirations, and their general philosophy of life as expressed by each country's authors, poets, and critics.

This brings us up against the difficulty of language. A country expresses itself best in its own language, and to adopt a universal language, no matter how good, seems to be only a half-measure in the solution of the problem, although it will be helpful in the sense that it gives a feeling of unity which is essential. I think that increased facilities for intercourse between all countries will lead to everyone taking an interest in languages other than their own, and so in years to come it will be common for all people to have a good knowledge of three or four languages. Many people agree that a language is better and more easily learned, for purposes of expressing oneself, by

mixing with the people who express it, and to make this possible it is necessary to lower the cost of foreign travel. This can be brought about by encouraging those who usually go away for their holidays to spend them abroad, and so manifesting to the transport authorities the general desire for cheaper and increased foreign travel facilities. Travel broadens the mind, and helps one to look upon the world as one unit and not as many, and to visualise the possibility of all countries existing together as friendly neighbours. At this juncture it seems appropriate to quote from a speech made by President Wilson at Manchester in 1918:—

"If I cannot correspond with you, if I cannot learn your mind, if I cannot co-operate with you, I cannot be your friend. And if the world is to remain a body of friends it must have the means of friendship, the means of constant friendly intercourse, the means of constant watchfulness over the common interest."

Much can be done in the economic sphere. First and foremost it is essential to eliminate that source of antagonism which so often leads to war and preparation for war, international competition for markets. This can be done I think by allocating to certain countries the job of supplying the world with those commodities for the manufacture of which each country is most suitable. For instance, at the risk of appearing prejudiced, no country can make cloth of all kinds as well as England, owing to its climate, the experience and skill of its worker etc. In the same way with Germany with its cheap and cleverly-made toys, Denmark with its dairy produce, and Greece with its dried fruits, are other examples. It may be said that England could supply her own dairy produce and Germany her own cloth. True; but to do so tends to isolation, instead of what is needed, dependence in some agreed way of one country on another for the supply of some essential commodity. Interdependence of all countries on a basis of friendly trust will strengthen, and consolidate, that unity which is essential for the achieving of internationalism. Instead of competition let all nations co-operate in the struggle that leads onwards and upwards, towards the realisation of the highest of ideals "A Kingdom of Heaven on Earth," a struggle,

by the way, in which the churches of all denominations, sinking their difference, and adopting an international outlook, need have no scruple in participating.

The next part of the problem to be considered is the framing of International Laws, and the method of applying them. As a country like England, with its comparatively advanced civilisation, needs police, so under internationalism it will be necessary to have an international police force, and to get the nations to look upon it as the individual looks upon his local policeman. To me a policeman is not a person who will hit me on the head with his truncheon if he catches me breaking the law, except of course in exceptional circumstances, but as one who in my interest as much as in that of anyone else, is appointed to assist in carrying out the laws of the country to which we both belong, and which have been framed by representatives appointed by myself and all my fellow members of society. Then of course there will have to be international courts both civil and criminal. The members of these courts will, in accordance with democratic principles, be qualified persons elected by the people of each country, and subject to re-election or substitution after a fixed period.

It is unnecessary for me to mention that the task before us calls for hard work on the part of all interested, and we must put a great deal of trust in human nature, but first and foremost let us cultivate in our own minds the international outlook and help others to do the same. All ideals have their origin in the individual mind.

New Everyman Volumes

Among the 20 new volumes added by Messrs. Dent to complete the 800 volumes of the Everyman Library, there are several which will prove of particular interest to W.E.A. students. For 2s. you can now obtain in one volume the principal works of Robert Owen (*A New View of Society, and other Writings*), with an introduction by G. D. H. Cole. Henri Barbusse's famous war novel is translated under the title of *Under Fire, The Story of a Squad*. It is the finest piece of modern pacifist literature you can find. *Lives of Charles Dickens* (2 vols. by John Forster) and *Abraham Lincoln* (by H. B. Binns) will also prove popular. Literature students will welcome William Blake's *Poems and Prophecies* and Milton's *Areopagitica and other Prose Works*.

The Early Railway Age

Professor J. H. Clapham has begun his vast *Economic History of Modern Britain** by a detailed study of our industrial system as it was between 1820 and 1850, when railways were first coming in. In 600 odd pages he accumulates such a mass of detail that his book almost loses the character of a history and becomes a quarry from which any amount of precious material can be extracted. Although few (other than academic) persons will have the patience to read it all through consecutively—and if they do, the general picture they get will be a blurred one—most of the sections taken separately throw new light on the subject they deal with. The face of the country before railways appeared and when enclosure was nearly completed is described minutely from end to end; the population is analysed, the slow progress of the Industrial Revolution emphasised, and a survey of industry taken to show that only 4 large-scale industries had yet grown up, cotton, copper, iron and glass. The organisation of commerce, banking and insurance includes a detailed examination of our foreign markets and sources of imports. The chapter on canals provides lively details of canal dividends and capitalisation. Seventy pages are given to describing the economic activities of the State at the moment where *laissez-faire* was triumphing. All this introductory part takes up two-thirds of the book; and then at last Professor Clapham gets to the railways and their economic consequences. How the railways were financed, what happened to the canals, how Hudson, "The Railway King," began the amalgamations, how the railways were built, and how the State began to interfere with them—all these questions are authoritatively dealt with. The remainder of the book deals with the new developments of the Industrial Revolution brought about by the Railways, e.g., in iron, coal and engineering. Professor Clapham is not so convincing or detailed when he gets on to social conditions, and he has little new to say about trade unions, friendly societies, etc. There are several good diagrams showing wages (agricultural and industrial) and output (coal, iron, etc.) between 1790 and 1850. Serious students will find it necessary to consult this book for many years to come.

* *An Economic History of Modern Britain. The Early Railway Age 1820-1850*, by J. H. CLAPHAM, ; pp xviii + 623; Plates and Diagrams; Cambridge University Press, 25/- net.

W.E.A. Summer Schools

THE Central Joint Advisory Committee on Tutorial Classes has now issued its preliminary notice of Summer Schools for 1927. Intending students should apply to their W.E.A. district secretary for full particulars of each school.

The following is a list of the Schools, with their dates and the addresses to which application should be made:—

- BANGOR.**—July 9th to August 20th; E. Bibby, 277 Oxford Road, Manchester. Subjects studied include Economics, Economic History, Psychology and Literature. Board and lodging 35s. weekly.
- BRISTOL.**—July 22nd to August 6th; W. R. Straker, 9 Ashley Park, St. Andrew's, Bristol. Subjects include Economic Geography, Social Economics, Literature and Life, Psychology of Groups, etc. Board and lodging 45s. weekly.
- CAMBRIDGE.**—July 23rd to August 13th; G. H. Pateman, Stuart House, Cambridge. Subjects include Political Science, Economics, History, Psychology, Biology, Philosophy, Literature, and International Problems. Board and lodging about 42s. weekly.
- CHESTER.**—July 30th to August 13th; F. Garstang, 18 Colquitt Street, Liverpool. Subjects include Industrial History, Economics, Literature, Drama, Modern History, Psychology, Local Government, etc. Board and lodging 37s. 6d. weekly.
- EAST MIDLANDS.**—(Place not yet arranged)—July 30th to August 13th; F. Salter, University College, Nottingham. Subjects include Literature and English, History, Economics, Economic Organisation, Psychology, Biology. Board and lodging 40s. weekly.
- LONDON.**—Saturday School May 7th, 14th and 21st. Residential School at Great Missenden, July 30th to August 27th; John Davidson, University of London, S. Kensington, S.W.7. Subjects include Economics, Social History and Theory, Philosophy, Psychology and Literature. Board and lodging 40s. weekly. W.E.T.U.C. students should apply to W. Lowth, 16 Harpur Street, London, W.C.1.
- OXFORD.**—July 9th to August 20th; E. S. Cartwright, Barnet House, Oxford. Subjects include Modern History, Economics and Politics, Literature, Philosophy, Psychology and Economic Geography.
- READING.**—Holybrook House.—July 9th to September 3rd; The Warden, Holybrook House, Reading. Special School for training Tutorial class and other W.E.A. students to take classes for the W.E.A. Each student is expected to attend for at least four weeks. Subjects studied in first month include English Literature and History in the Restoration and Early Hanoverian periods, and in the second, Economics, Economic History and Political Science. There will be lectures on Method of Teaching, Preparation of Lectures, etc. No Fees. Board and lodging free.
- REPTON.**—July 30th to August 13th; E. J. Studd, The University, Birmingham. Subjects include Industrial History, Economics, Social Problems, General History, Social Philosophy, Psychology and Literature. Board and lodging 40s. weekly.
- YORKSHIRE.**—Ambleside (Lake District).—July 23rd to September 3rd; Ernest Green, 4 Leighton Lane, Park Lane, Leeds. Subjects include Economics, Social Philosophy, Political Theory, History, Literature, Psychology, Music, Biology, Trade Union History, Problems and Law, etc. Board and lodging 40s. weekly.
- WALES.**—Coleg Harlech.—Two schools from June 9th to 24th, and July 15th to August 13th; B. B. Thomas, Warden, Coleg Harlech, 4 Bryn Terrace, Ystrad, Rhondda. Subjects include (first period) Welsh History, Literature, Agricultural Organisation and Problems, Agricultural Biology (second period), International Relations, Economics, Political Science, Psychology and Education, Welsh and English Literature, Trade Unionism, etc. Board and lodging 35s. weekly.

In addition to the above, the Southern District is organising, as in previous years, an International Summer School, at Frankfurt (Germany) from July 30th to August 13th, the inclusive cost for W.E.A. students being £11. The lectures this year will be on Social Legislation and Administration in England and Germany. Further particulars can be obtained from J. H. Mathews, 63 Castle Street, Reading. In addition, a German visit to England has been arranged for from May 5th to 14th with Shornells as the centre.

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Round the Districts and Branches

NORTH EASTERN.—Though a development of classes can be reported, we regret that many of our students are unable to attend more than once in three weeks owing to the hours of shifts in the mines. Some classes have had to be closed down through the changed hours. An increased number of students is reported in W.E.T.U.C. classes, and many students in W.E.A. classes are members of the Trades Unions affiliated to the W.E.T.U.C. A most successful week-end school has been held under the auspices of the Central Durham Area Committee, at Durham, on February 19th, when two lectures on "The Future of Trade Unionism" were delivered by Mr. D. A. Ross. University College (Durham Castle), Cosin's Hall, St. John's College, Hatfield College, will be occupied at Easter (April 14th to 18th) by students from W.E.A. classes, 70 of whom will be from the classes under the Joint Scheme with the Club and Institute Union: Subjects—Economics, Literature and Philosophy.

EASTERN.—It is understood that provision is being made for the appointment of a full-time Resident Tutor for some rural area in this District—to take effect probably before next session commences. A successful week-end school on "The Awakening East" was held at Bedford, when W. Loftus Hare gave three lectures. The Adult school co-operated. As a result of the success attending the two W.E.T.U.C. week-end schools at Ipswich and Cambridge, it has been decided to arrange two more at Colchester and Cambridge. A class for Transport Workers has been started at Tilbury: subject—Local Government. Mr. Arthur Pugh, our national President, addressed the Cambridge University Adult Education Group on February 11th, in Stuart House, when he gave an excellent resumé of the relations between the T.U. movement and adult education movement. Mr. H. A. J. Martin, a former student in Luton W.E.A. classes, and now an extra-mural student at Emmanuel College, Cambridge, has been awarded the "Members' Prize," which is open to all members of the University. Six members of our Kettering Folk-Dancing Class were selected to represent Northants at the National Demonstration of Folk-Dancing in London. About 90 members of Cambridge W.E.A. visited Messrs. Chivers' works at Histon on February 10 and saw the various processes of jam and marmalade making.

SOUTH EASTERN.—One of the students of our Dartford Class, Mr. Walter Braine, debated the question "How to obtain Peace in Industry" with the local M.P. (Mr. Waldron Smithers). This debate was held at Sidcup, admission was by ticket, and every available seat was taken. A stop-watch competition has been arranged in aid of the District: closing date April 30th. Anyone subscribing 6d. towards the District Development Fund will receive a ticket. First Prize—A week in Paris, all found, and £2 10s. pocket money; second prize—A week in Belgium. A silver watch will be given to the seller of the largest number of tickets. Books of tickets can be obtained from the District Secretary, Mr. G. Dexter, at 16 Harpur Street.

EAST MIDLANDS.—Despite the after-effect of 'flu and the coal stoppage, class work is being maintained successfully. The week-end school at Nottingham on February 12th and 13th on "The Re-organisation of English Political Institutions" (Lecturer—Prof. H. J. Laski) was attended by 82 W.E.T.U.C. students, 153 W.E.A., 61 Co-operators, 36 from Labour Parties, 14 from Adult schools, 10 from other Trade Unions, and 6 N.C.L.C. students. A W.E.A. week-end school has been arranged for Easter at Stoke Rocheford—subject "Rhythm in Art and Life." Mansfield and District Area Committee has arranged a week-end school on February 26th and 27th—Speaker, Dr. O. Voadlo, on the Czech Republic. Nottingham Co-op. has arranged to grant remission of fees to its members attending our classes. Leicestershire students attended an Adult students' reception at Loughborough College to hear Sir H. Hadow give an address on "The Place of Music in Adult Education."

SOUTHERN.—Two classes have been started in Hampshire since Christmas in connection with the Women's Committee, and, generally speaking, the work of this Committee has aroused interest, particularly amongst the Women's Co-operative Guilds, and it is hoped that 6 or 8 classes will be got going next winter as a result of the work already put in. A useful Trade Union Conference was held recently at Wolverton and it is hoped to do some extensive propaganda in Bucks during the next few months, since W.E.A. work in this county needs developing very considerably. The Oxford branch has recently been revived and is now showing signs of vigorous life. A Public Meeting was held by the branch in February, and it was well attended.

and resulted in a good number of new members. Southampton branch has initiated the idea of an Easter tramp along the Pilgrim's Way from Winchester to Redhill. A number of Saturday and week-end schools are in the process of arrangement, including some Saturday Schools in connection with the Women's Committee of the District, in order to keep alive the interest generated by the Conferences, which have been held in the District. The District Council has approved a simplified branch constitution for adoption by the smaller country branches. It is found that the small urban and rural centres cannot work the ordinary branch constitution and tended to adopt the student-group constitution. It was felt that a rather more prominent type of organisation is necessary and it is hoped that this will be made by the simplified branch constitution. Steps are being taken to get all the smaller centres to adopt this constitution and improve the local organisation. An interesting event at the District Council Meeting held in February was the unexpected but welcome fraternal visit received from a member of the South Midland District Council of the Union of Post Office Workers. This Council met in Reading on the date of our District Council and was good enough to send a delegate to our meeting expressing the thanks of the U.P.W. for the work we were doing for the Working-Class Movement and wishing us every success.

SOUTH WESTERN.—The number of classes has increased and several new centres have been opened up. Torrington and Crediton in particular have begun with very good numbers. Exeter has commenced its first drama class and it hopes to produce a play at the end of the session. The Divisional W.E.T.U.C. has met to consider arrangements for the 1927 Week-end School at Whitsuntide. Mr. W. F. Cuthbertson has again kindly consented to be the lecturer—subject "Wage-Problems." It is hoped to secure a more suitable centre this year and if so there will be more accommodation for students. Arising out of our Autumn propaganda campaign in connection with Plymouth Trades and Labour Council, a move was made to get the Trades Council to cease connection with the W.E.A.; but the voting was decisively in our favour. A meeting to raise funds for the District W.E.A. was held on February 8th, at Roslin Hall, Torquay, with the Bishop of Plymouth as speaker. There was a good attendance and the address of the Bishop was much appreciated. We owe a great debt of

thanks to Mrs. Gresham, the hostess, for her great hospitality. Plymouth W.E.A. Elocution and Dramatic Class gave a most successful play-performance on February 10th. Many of the players were U.P.W. members, with no previous experience of acting, but they gave an excellent rendering of scenes from Shakespeare and Sheridan. The members of the Women's Class entertained their tutor, Miss Willcocks, to tea on February 23rd, and made her a presentation. The prospects for the District are improving and it is probable there will be important developments during this year.

NORTH-WESTERN.—More than 900 of our students visited Manchester University on February 12th, were received by the Vice-Chancellor, and listened to a lecture by Mr. J. L. Hammond on "The Significance of Chartism."

YORKSHIRE.—Yorkshire District has been giving a good deal of attention to propaganda in W.M. Clubs, and during the last three months has established many short courses of 6 and 12 meetings in new Club centres. At some of the propaganda meetings as many as 200 miners have been present. Two one-day week-end schools for Trade Unionists have been held, and it is hoped to increase this kind of activity. Arrangements are being made for the Yorkshire Summer School to be held at Ambleside for 6 weeks from July 23rd to September 3rd, and various week-end schools will also be organised by the Divisional W.E.T.U.C. Under this Committee it is also hoped to prepare a panel of speakers from the Unions concerned to visit other T.U. branches. Holiday Schools are being arranged in Derbyshire at Easter and at Settle in Whitsuntide. It is also hoped during the next two or three months to organise upwards of 20 group conferences of branches, which it is hoped will be inspirational. We shall re-state and discuss the policy of the W.E.A.

LONDON.—We have now about 190 classes organised or in completion—an increase upon last year. Large numbers of classes are being run in conjunction with the London Co-op. and the R.A.C.S. An interesting experiment is a class for training speakers and pioneer lecturers for the W.E.A. which is being taken by Mr. R. S. Lambert at 16 Harpur Street. The group of selected students meets weekly to practice speaking, preparing syllabuses, conducting meetings, etc. W.E.A. propaganda is developing rapidly. All secretaries of W.M. Clubs have been written to. Two courses of lectures are being arranged for the "Natsopa" (Ink and

Roller Branch)—one at Stratford, one at Blackfriars. The district secretary has arranged to address 10 meetings during the next month; among the bodies to be visited are Richmond I.L.P., Chingford I.L.P., North London R.C.A., Paddington R.C.A., Euston R.C.A., Upton Labour Party, St. Pancras Workers' Union, The Sign and Ticket Writers, Canning Town N.U.G.M.W., etc. Other speakers will visit Charlton and Fulham branches of N.U.G.M.W. and Mildmay Radical Club. Students' activities in the district are growing stronger than ever. The new Debating Society is having a most successful season, students being attracted to Harpur Street from all parts of London to take part in the meetings. The London W.E.A. Fellowship organised a helpful conference of Class Secretaries on February 12th to consider ways and means of making better use of the Common Rooms at 16 Harpur Street. It was decided to organise a dance to raise funds for better furnishing the rooms, also to run play-reading and community singing nights once a month. The London Residential Summer School is being extended from a fortnight to a month this year and will be held in the Chiltern Hills, near Great Missenden.

WEST LANCS. & CHESHIRE.—It is not possible to report an increased number of classes, but the type of educational work is of a higher standard. There is an increase of 8 in the number of One-year Classes against a similar reduction in Terminal Courses, and an increase of 5 in Tutorial Classes, but a decrease of 5 in Preparatory Classes. Twenty-eight students attended the Chester Summer School Re-union which took the form of a week-end at Culcheth Hall, near Warrington. A group of the Drama students gave a play. A special class has been formed in connection with the Operative Bakers and the General Workers. Other classes in connection with the Crewe and Liverpool R.C.A. and Liverpool Transport Workers have been continued. New W.E.T.U.C. classes have been formed at Warrington, Birkenhead and Ellesmere Port.

SCOTLAND.—Resumption of work in the iron, steel and other heavy industries at New Year, after several years' unemployment, is affecting class attendances. A new class at Gartcosh (Lanarkshire), in which I.S.T.C. and N.U.G.M.W. members are actively concerned, has made a promising start. It is hoped to arrange this year's Scottish Summer School at Dundee.

The W.E.T.U.C. at Work

Encouraging facts and figures given in the W.E.T.U.C. Annual Report for 1926 show a year of marked progress. The Unions forming the Committee have spent about £3800 on their educational work. Thirty week-end schools were held all over the country in the seventeen divisions; and 1097 Trade Union students attended these schools, the largest groups being 305 from the U.P.W., 276 from the I. and S.T.C., 179 from the R.C.A., 104 from the A.E.S.D., and 59 from the T.G.W.U. Also 157 scholarships were taken up by T.U. students attending summer schools. 1550 students attending W.E.A. classes claimed remission of class fees for the session 1925-26, but this represents a mere tithe of the total number of W.E.T.U.C. students in these classes, many of whom do not claim remission of fees at all. Reports from the divisions indicate that the work of setting up new local Committees has proceeded steadily. Large numbers of classes have been organised during the year for W.E.T.U.C. students by the W.E.A., and many successful local conferences and propaganda meetings have been held.

Take Your Camera with You!

Owing to the generosity of Mr. J. E. Highton, of Glasgow, the Editor of *The Highway* is able to offer Two Prizes of One Guinea and Half a Guinea for the two best photographs taken by a W.E.A. member or student this summer showing some W.E.A. activity, e.g., a ramble, excursion, summer-school, or week-end school group, class at work, games, etc. Photos submitted must have been taken this year, and should be distinct enough for reproduction in this Journal. A coupon must be attached, as below. Closing date for sending in photos to this office—August 31st. The result will be announced in our October issue.

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Our Bookshelf

* Books asterisked are specially recommended.

INDUSTRY.

Old Trades and New Knowledge, by Sir William Bragg; pp. viii+266; illustrated; G. Bell; 8s. 6d. net.

A lack of elementary technical knowledge of the trades which come under discussion is often felt in classes studying Industrial History. It would, therefore, pay any such class to have in its book-box this series of 6 lectures delivered at the Royal Institution in 1925, which deal historically and technically with 6 trades, those of the sailor, smith, weaver, dyer, potter and miner. The lectures were delivered to a "juvenile auditory" and are simple in style, yet without any of the patronising touches usually found in such productions. Hence they will suit the adult too. There are 42 full page plates of illustrations, and many sketches and diagrams in the text; these add immensely to the value of the book.

SOCIALISM.

Thomas Spence and His Connexions, by Olive D. Rudkin; pp. 256; portrait; Allen & Unwin; 7s. 6d. net.

Those who want to know more about this curious, half-inspired, half-muddled thinker, in whose mind the idea of socialising the land first developed, should read this book. Spence, with his bookstall at the corner of Chancery Lane in the 1790's, his weekly publication *Pig's Meat*, his scheme to make everybody refined and educated by reforming the alphabet, and his plan for "Parochial Partnership in Land without Private Landlordism," is certainly a quaint figure, important for us chiefly as an influence affecting Robert Owen, and as a pioneer of the modern struggle against the English land system.

LOCAL GOVERNMENT.

English Local Government; Ruskin College Study Course No. 1; pp. 63; Ruskin College, Oxford; 1s.

Here is as well-arranged and readable a sketch of Local Government as can be got into 60 pages. The pamphlet is a marvel of condensation, yet is able to combine some criticism and discussion with mere tabulation of facts. The treatment of Public Health is noticeably good.

The Town Planning Handbook, by Richard Reiss; pp. viii+130; P. S. King, 3s.

A supplement to the authors *New Housing Handbook*. Includes full text of the 1925 Town Planning Act.

ECONOMICS.

A Synopsis of Economics, by Gertrude Williams; pp. 168; Methuen; 4s. 6d. net.

Mrs. Williams, who is a Tutorial Class Tutor, intends this book to be a guide to students in the study of more elaborate economics treatises. She writes clearly and concisely, supplies a bibliography at the end of each chapter, and wherever possible tabulates her arguments and conclusions. The result is naturally rather cut-and-dried, and it is difficult to see wherein this book is to be preferred to many other exactly similar and equally orthodox economics text-books.

SOCIAL HISTORY.

**English Women in Life and Letters*, by M. Phillips and W. S. Tomkinson; pp. xviii+408; illustrated; Oxford University Press, 7s. 6d. net.

This ought to be extremely popular among our women's classes, and indeed could be made the text-book for a course on the part women have played in our social history from the days of Elizabeth to the Industrial Revolution. Besides dealing with individual famous women, it contains fascinating chapters on house-keeping, fashion and society in the 18th century, servants, women's education, intellectuals and "blue-stocking" women, and the connections of women with the professions, industry and crime. The authors have put some excellent material into their text. e.g., the story of Anne Hurst (from Eden's *History of the Poor*) who was blind all her life, earned by silk-spinning 1s. a week, on which she had to live, and took charge of a mad epileptic woman for 10d. per week from the Parish authorities! The copious illustrations are up to the usual high standard of the O.U. Press, and the whole book is cheap at its price. Insist on it for your book-box, anyway!

A Worker's History of the Great Strike, by J. H. Horrabin, R. W. Postgate and Ellen Wilkinson; pp. 110; Plebs League 1/-.

I hope you read the *Sunday Worker* about this book. "Neither honest nor history" is the verdict of Mr. W. Paul, a member of the Plebs E.C., which is responsible for publishing it. If the book is thought of so poorly by its own sponsors, it would hardly be kind to criticise it severely from without. The truth is that you can never be sure of being really "left" enough; there is always somebody a little further along the line to shout out "traitor." The authors appear to be very uncomfortable at finding themselves for once the hunted instead of the hunters. But it is really their own fault. The book is so respectable in tone, so patchy in its facts, and so "confusionist" in its conclusions, that it doesn't help to solve one single problem connected with the General Strike.

DRAMA.

Nine Modern Plays, selected and edited by John Hampden; pp. viii + 253; Nelson, 2/- net.

This volume will be a godsend to Drama Classes and Play-acting Groups in our movement. It contains plays by Galsworthy, Synge, Clifford Bax, Norman McKinnel, Harold Chapin, Harold Brighouse and others, together with a commentary with suggestions for discussion on each play, acting notes, a book list and an appendix on the procedure for a mock trial. Its price brings it within everybody's range.

GENERAL.

The Right to be Happy, by Dora Russell; Routledge 5s.

Not a good book and, apart from a few comments on sex problems, hardly worth reading. The authoress touches a vast number of ideas, but never develops any of them sufficiently for the reader to gather her meaning clearly. The book's main theme is that the happy life is derived from instinctive pleasure. In our opinion this gives undue weight to the animal needs of human nature, the result being that the authoress is just as unbalanced in her views as the religious Puritans who, she declares, are so wrong and do so much to prevent human happiness.

Correspondence

BROADCASTING AND ADULT EDUCATION.

Mr. Joad's article on "Broadcasting and Adult Education" in your last number raises issues of interest in all adult educationalists. The question, as I see it, can best be viewed under two heads, e.g., supply and demand. Mr. Joad, though he throws out valuable suggestions as to the organisation of demand, is more especially concerned with the provision of supply. It is a vital point. By all means let us watch and see that no opportunity of control be lost. But, as he admits, this is looking ahead: the thing is too tentative as yet: having taken due precautions we can only await developments.

The practical and more immediate problem confronting us (immediate because we can tackle it straight away; practical because it concerns us all, rank and file as well as specialists) seems to be the rallying of the demand. The educational value of broadcasting is bound up with its reception. The desire to glean information is fairly wide-spread: the ability to apply such information, involving as it does much personal effort-sifting of evidence, examination of data—is less common. There is already a large body of persons willing to submit to a semi-passive process of fact-assimilation. Broadcasting is in danger of adding to their number.

To combat this tendency I would emphasise the following points as of the utmost importance:—

1. Group-reception at regular intervals—with discussion leader. The value of co-operative work cannot be overstressed.
2. Facilities for paper work—Allocation of special times on programme for answering of questions—and exploration of issues raised by students.
3. Demand for detailed bibliography from lecturer—citation of rival authorities on controversial points, etc.—this to be supplied in advance.
4. Provision of book supply as in organised classes.

It is the business of the listener-in to see that his wants are met. Unless demand is made, such a programme as suggested above will not be provided. Demand will not be made unless it is stimulated by pioneer spade work. We can and should be experimenting now.

M. F. HEWAT,
North Staffs.

SHOULD ECONOMICS COME FIRST?

In reply to "Lemco," if students used the common-sense of housewives in tackling economics, all would be well. But they do not; they use the power to flatter their class-consciousness that some ambitious demagogue possesses. And of course every artist "studies something that he does not like," or creative art would not exist.

Mr. Bullivant is a typical Economist. He blames some incredible sophist of a schoolmaster for the withholding of certain vital knowledge, he assumes that Art, Science, and Literature foregather daily to destroy each new spring Narcissus of democracy, and he knows so little of psychology that he thinks a child's impressionable years will take colour and tone from his bitter gruntings. Children are generous—it is the mature Socialist who is cynical and nugatory. As to "specific ideas," how many workers know Meredith or Hardy, Mary A. Hamilton, or C. E. Montague? Yet these, and many others, are humanists and liberators. The trees in the orchards of the

Socialist Commonwealth will grow from seed that is charitable and literate, not from the casuists' husks.

A. J. Neal,
10 Brownlow Road, W.13.

THE PURPOSE OF EDUCATION.

Most students of modern industrial problems and conditions agree that the present system of society is bad and needs to be changed. The point of divergence is about how to get it changed, by constitutional or by revolutionary means. Both sides agree that, whatever way is taken, the workers must be educated to know what they want, and when they know, they will get it, by any means constitutional or otherwise.

It is this education business, however, that I want to get at. Those members of the working-class who have been educated to know what they want—What have they done for the worker? Sold 'em! Is it to be wondered at, that ordinary trade unionists are apathetic towards educational schemes. They have seen, and paid for the education of too many, who have afterwards sold the fort, to be enthusiastic on the matter.

An article in the February *Cornhill* on Labour Colleges, expresses my point more clearly than I can myself.

Speaking of Labour Colleges, the writer says "In the course of long trade union activities the writer has rubbed shoulders with scores of Labour Collegians, and is yet to meet one who is at all likeable. They are so vain, egregious, so superior, so supercilious.—The product of the Labour Colleges is neither worker nor employer. He is a class unto himself. The average young trade unionist who takes up a course of tuition with Ruskin or the N.C.L.C. does so with the fixed intention of eventually joining this official class and of advancing his position." And referring to the fact that Easton Lodge was turned down by the Bournemouth Conference, the writer says "Indeed, the beautiful surroundings of Easton Lodge would tend to take the man who stayed there, further and further away from the men who sent him there. He would develop a psychology far above the position of the average worker; he would cease to be a working man."

I have a great deal of sympathy for these men who look after number one, for nothing is so disheartening as talking to men while they exhale with every breath a smell, as of human flesh undergoing alcoholic decomposition, when one knows that all the while what they are thinking about is whether "Wage Slave" will win the Derby or the "Saturday Idiots" lift the Cup.

What we workers want is not "uplift" stuff, that makes us ape the effeminate tight-overcoat, Oxford-bags, and down-at-heel shoes of the so-called intellectuals, but what will teach us that, even under the present system, or under any system, our lives are worth living. Something that will percolate downwards and spread, not the stuff that will lift an individual here and there.

And so, back we come to this education business. What method of education would lift the mass as a whole, leaving none behind, instead of making specialists of some of us, leaving many behind? Perhaps some of your readers could help.

W. J. BURTON,
West Central P.O. Tutorial Class.

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